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ABSTRACT

Community education students enrolled in extension programs at Kishwaukee College were surveyed in Spring 1979 to collect information on program awareness and information sources, registration and scheduling preferences, administrative and counseling needs, career plans, and satisfaction with instructor performance. Student records were also examined to obtain demographic data (age, sex, marital status, educational level, first-time enrollment, race, residence, student status, veteran) in order to compare students taking classes on the main campus and those attending regional extension centers. Results indicated that the average age of the extension students was 37; most were female, and 98% were Caucasian. A direct-mail course schedule was the most frequently cited source of information on classes. Friends were cited second; newspaper announcements third. The majority of respondents preferred registration by phone or mail, rather than in person on the main campus. More than half the extension students indicated they would not have enrolled if the class had been held on the main campus. Nearly two-thirds of the students rated their instructors as "excellent." One in six students desired a career change and about half that many intended to return to work after several years absence. On-campus students were more likely to consider a career change than extension students. The survey instrument and related materials are appended. (DR)

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MARKETING INFORMATION

Community Education Students

Kishwaukee College

SPRING, 1979

T. JAN WISEMAN

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MARKETING INFORMATION:
COMMUNITY EDUCATION STUDENTS

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August, 1979

PREFACE

This study, conducted during the Spring 1979 Semester, is part of a continuing study of data which will enable the college to better serve the community education student. A major element of the total program, A Descriptive Study of Community Education Students, Kishwaukee College, was published in February 1979 and provides much of the background data on the college and its community education program as well as descriptive data on the students.

This current one-semester project was designed to seek attitudes and opinions of the community education students on some major marketing elements. These are treated in Chapter 1. The second chapter provides descriptive data on the demographics of the student population in order to make comparisons with previous studies and to better interpret the Chapter 1 results. Not included in this study are the adult basic education students who were included in the previous study. Administrative shifts have removed them from the community education area. Added are some off-campus transfer classes.

The information was gathered by a questionnaire (see Appendix A) and through student record information. The questionnaire was distributed at the end of the course and, in most cases, returned to the administrative office by a class member or through an administrative staff member.

Thanks for assistance in this study go to staff members in the Office of Community Education and Services including Judy Krajewski, Deb Henthorn and Sandy Ekland; and to staff members in Data Processing Services including Mike Liszka, director, and Jim West, programmer.

--- T. Jan Wiseman
Dean, Community Education
and Services

TABLE OF CONTENTS

Preface ii

Chapter 1 Behavior and Attitudes 1

- Information Sources
- Registration Methods
- Credit Card Payments
- Taking Classes on Campus
- Buying Books at College
- Preferred Class Times
- Changing Career/Return to Work
- Use of Counselors
- Instructor Performance

Chapter 2 Demographics 8

- Age
- Sex
- Marital Status
- Educational Level
- First-Time Enrollment
- Race
- Mileage to Class
- Student Residence
- Student Status
- Veteran

Appendices

- Study Questionnaire
- Class Definitions/Response Rates
- District Map

CHAPTER 1: BEHAVIOR AND ATTITUDES

SOURCES OF INFORMATION ABOUT CLASSES

Attendance Centers. The mass-mailed class schedule was the most important source by a wide margin in all of the categories including on-campus, DeKalb and the community centers. However, three of the smaller centers relied on other means as the primary source. Western Community Center which had a high percentage of continuing education health classes, relied most heavily on bulletin boards and newsletters within the hospital. The Roberts Community Center was in its first semester of operation and had a large number of high school students who registered for the disco dance class as well as the art and psychology classes. It would appear that many of the students relied on friends and teacher/counselors instead of the printed schedule. The Wyoming Community Center had only 13 students responding.

Friends were the second most important source of information about classes and this was especially true in the centers. Newspapers were the third most important source of information in the DeKalb classes with about one in seven students receiving information from them. The teacher of the classes in the center schools was the third most used source in that area.

TABLE 1: SOURCES OF INFORMATION ABOUT PRESENT CLASS BY ATTENDANCE CENTER

Item	Total	College	DeKalb	All Centers	Chipp.	Mohawk	Pine Rock	Roberts	Souther.	Western	Wyoming
N =	804	134	290	380	13	143	45	67	52	47	13
SOURCES OF INFORMATION ON COURSES:											
Booklet	60.4%	61.2%	56.9%	62.9%	53.8%	87.4%	64.4%	29.9%	67.3%	38.3%	38.5%
Friend	30.3	24.6	30.3	32.4	46.2	13.9	46.7	56.7	42.3	17.0	61.5
Teacher	7.6	9.0	6.6	12.1	-	9.8	20.0	28.4	1.9	4.3	7.7
All newspapers	11.2	5.2	14.5	10.8	-	3.5	20.0	20.9	11.5	10.6	15.4
DeKalb	5.0	0.7	10.0	2.6	-	2.1	2.2	9.0	-	-	-
Rochelle	1.1	2.2	-	1.6	-	-	2.2	-	-	10.6	-
Rockford	0.7	1.5	1.4	-	-	-	-	-	-	-	-
Misc. papers	4.4	0.7	3.1	6.6	-	1.7	15.6	11.9	11.5	-	15.4
Called college	3.0	3.0	3.1	2.9	7.7	4.2	-	3.0	1.9	2.1	-
Direct mailing	0.5	2.2	0.3	-	-	-	-	-	-	-	-
Agency internal	7.7	3.0	7.2	9.7	-	2.1	-	6.0	3.8	59.6	-
All radio	0.7	-	1.0	-	-	-	-	-	-	-	-
WLBK	0.4	-	1.0	-	-	-	-	-	-	-	-
Misc. radio	0.4	-	-	-	-	-	-	-	-	-	-
Other	3.1	3.0	3.5	2.9	-	2.8	-	6.0	5.8	-	-

TABLE 2: SOURCES OF INFORMATION ABOUT PRESENT CLASS BY TYPES OF CLASSES

Item	Career	HomeEc.	Language	Intell.	Per.Imp.	Art/Cr.	Phy.Fit.	Leisure	Transfer
N =	83	106	52	36	102	67	309	17	32
SOURCES OF INFORMATION ON CLASSES:									
Booklet	45.8%	50.9%	75.0%	52.8%	75.5%	58.2%	61.5%	47.1%	68.8%
Friend	9.6	32.1	11.5	13.9	29.4	41.8	40.5	29.4	9.4
Teacher	9.6	8.5	1.9	13.9	3.9	20.9	9.1	-	25.0
All newspapers	7.2	30.2	9.6	8.3	2.9	13.4	8.4	23.5	6.2
DeKalb	2.4	21.7	1.9	5.6	2.0	3.0	2.6	-	-
Rochelle	4.8	-	3.8	-	-	1.5	0.6	-	-
Rockford	-	3.8	-	-	-	-	-	11.8	-
Misc. newspapers	-	4.7	3.8	2.8	1.0	9.0	5.2	11.8	6.2
Called the college	1.2	2.8	5.8	8.3	2.9	1.5	2.3	-	9.4
Direct mailings	1.2	-	1.9	-	2.0	-	-	-	-
Agency internal	37.3	0.9	-	27.8	1.0	6.0	4.9	-	-
All radio	-	2.8	-	-	-	-	0.9	-	-
WLBK	-	1.9	-	-	-	-	0.3	-	-
Misc. radio	-	0.9	-	-	-	-	0.6	-	-
Other	2.4	1.9	7.7	-	1.0	7.5	2.9	-	6.2

Class Types. While the primary source of information about courses was the mass-mailed schedule, only a minority of students in the career and leisure areas relied on the schedule. The internal agency communications were used by more than one-third of the career students, while friends and newspapers were important sources for the leisure students. Friends were an important source of information for arts/crafts and physical fitness students, and, to a lesser extent, home economics, leisure and personal improvement students.

Teachers and school counselors were important supplementary sources of information for transfer and arts/crafts students. Transfer students were involved in only two classes. A high school counselor who taught one of these classes did recruit quite heavily for that class and this could have abnormally increased that total.

Newspapers were important supplementary sources for home economics students as well as arts/crafts students.

PREFERRED REGISTRATION METHODS

Attendance Centers. Phone registration was preferred by students and mail registration was the second choice in all types of attendance areas although there were some differences in individual center locations. About one-fifth of the students in DeKalb and the centers preferred to register during the first class session while about the same percentage of on-campus students preferred in-person registration at the college. Registration nights at the centers were instituted for the first time during the Spring 1979 semester and, in many cases, were held just prior to the first class session which could have caused some of the students to confuse the two methods.

TABLE 3: PREFERRED METHOD OF REGISTRATION BY ATTENDANCE CENTER

Item	Total	College	DeKalb	All Centers	Chippe.	Mohawk	Pine Rock	Roberts	South.	Western	Wyoming
PREFER TO REGISTER BY:											
Mail	25.1%	24.8%	27.3%	23.6%	23.1%	23.4%	37.8%	22.4%	19.6%	17.0%	23.1%
Phone	36.7	42.8	38.6	33.1	23.1	51.0	20.0	25.3	25.5	17.0	15.4
In-person at coll.	11.8	21.8	7.6	11.6	7.7	13.8	6.7	9.0	13.7	14.9	-
Center reg.night	6.8	0.8	3.4	11.6	15.4	-	11.1	34.3	13.7	8.5	23.1
First session	17.8	7.5	21.4	18.6	30.7	9.0	20.0	9.0	27.5	42.6	38.4
Other	1.8	2.3	1.7	1.5	-	2.8	4.4	-	-	-	-
PREFER TO PAY BY CREDIT CARD:											
Yes	5.5	5.2	5.9	5.3	0.0	7.7	2.2	3.0	3.8	6.4	7.7
No	94.5	94.8	94.1	94.7	100.0	92.3	97.8	97.0	96.2	93.6	92.3
WILLING TO TAKE THIS CLASS ON-CAMPUS?											
Yes	45.5		47.2	44.2	15.4	58.0	20.0	50.7	40.4	40.4	0.0
No	54.5		52.8	55.8	84.6	42.0	80.0	49.3	59.6	59.6	100.0
WILLING TO BUY BOOKS ON CAMPUS?											
Yes	45.7		50.7	41.8	15.4	55.9	46.7	58.2	34.6	63.8	38.5
No	54.3		49.3	58.2	84.6	44.1	53.3	41.8	65.4	36.2	61.5

Class Types. A majority of students in six of the nine categories preferred registration by phone or mail. Exceptions were students in intellectual classes and arts/crafts classes who preferred first session registration and transfer students who preferred in-person registration at the college.

Arts/crafts students least preferred registering by phone: however, more than half preferred registration at the center during the first session or the registration night.

CREDIT CARD PAYMENT

There was an overwhelming desire not to use credit cards in payment for the class fees. There were no significant differences based on attendance centers.

However, there were some differences when considering class types. Transfer students were more likely to prefer credit card payment, while arts/crafts and intellectual class students were least likely to use a credit card.

WILLINGNESS TO TAKE A CLASS ON CAMPUS

Attendance Centers. According to the study results, more than half of the students would have not enrolled in the class if it had been held on the college campus. The closer the centers were to the college campus, the more likely it was the students would travel to the campus for the class.

Class Groups. Transfer students were most likely to travel to the campus for the class while the arts/crafts

TABLE 4: PREFERRED METHOD OF REGISTRATION BY COURSE TYPE

Item	Career	HomeEc.	Lang.	Intell.	Per.Imp.	Art/Cra	Phy.Fit.	Leisure	Transfer
PREFER TO REGISTER BY:									
Mail	22.0%	27.4%	17.3%	22.2%	28.4%	23.9%	27.2%	29.4%	12.5%
Phone	31.7	47.1	36.6	25.0	42.2	16.4	39.8	35.3	21.9
In-person at college	15.9	7.5	9.6	5.5	19.6	6.0	7.8	17.6	46.8
Center reg. night	6.0	1.9	3.8	2.8	1.0	20.9	8.4	5.9	9.4
First session	22.0	14.2	30.8	41.7	5.9	31.3	15.2	11.8	9.4
Other	2.4	1.9	1.9	2.8	2.9	1.5	1.6	-	-
PREFER TO PAY BY CREDIT CARD:									
Yes	7.2	6.6	3.8	0.0	4.9	1.5	5.8	5.9	12.5
No	92.8	93.4	96.2	100.0	95.1	98.5	94.2	94.1	87.5
WILLING TO TAKE THIS CLASS ON-CAMPUS?									
Yes	60.2	49.1	61.5	33.3	68.6	34.3	44.7	64.7	81.2
No	39.8	50.9	38.5	66.7	31.4	65.7	55.3	35.3	18.8
WILLING TO BUY BOOKS ON CAMPUS?									
Yes	72.3	49.1	78.8	52.8	80.4	55.2	39.2	35.3	96.9
No	27.7	50.9	21.2	47.2	19.6	44.8	60.8	64.7	3.1

and intellectual class students were most unlikely to go to the college campus. In addition, more than half of the home economics and physical fitness students would not have taken the class at the college.

WILLINGNESS TO BUY BOOKS AT THE COLLEGE

Attendance Centers. Although about half of the students would be willing to buy books on campus, another half would not be willing to make the trip. In order to adopt this procedure effectively, it would seem that 90 percent or more of the students would need to be willing to drive to the college. As would be expected, the willingness to drive to the campus for books decreased in direct proportion to distance from the campus.

Class Groups. Transfer students, again, were more willing to travel to the college than any other class group. Nearly all transfer students indicated a willingness to buy their books on-campus. Career, language and personal improvement students were also somewhat willing to make the trip. At the other extreme, the students in leisure and physical fitness classes were the least willing.

PREFERRED CLASS TIMES

Attendance Center. If the interest of one-quarter of the students is an indication of possible future success, it would seem that programming more on-campus classes during Saturday mornings and afternoons, plus weekday mornings and

early afternoons would be wise. Currently, on-campus classes are offered almost exclusively on Monday through Thursday nights. DeKalb student interests were very similar with the exception of Saturday afternoon classes.

Community center students as a group seemed interested only in more classes on late weekday afternoons, although individual centers showed more diverse interests. Neither Mohawk nor Southern students expressed a strong desire for new class times, although there was minor interest in Saturday afternoon classes at the Southern Community Center. At the same time, students at the Chippewa Center (only 13) indicated a willingness to try any time on a weekday plus Saturday morning and Saturday afternoon times.

No interest was expressed in Friday or Saturday night classes. Wyoming Community Center students were interested in Sunday afternoon classes and they, along with Roberts Community Center students, showed an interest in Sunday night classes.

Class Groups. Interests were quite diverse; however, no class group of students expressed interest in Saturday or Sunday night classes. Language students were the only ones to express an interest in Friday nights as the physical

TABLE 5: PREFERRED TIMES OF CLASSES BY ATTENDANCE CENTER

Item	Total	College	DeKalb	All Centers	Chippe.	Mohawk	Pine Rock	Roberts	South.	Western	Wyoming
WOULD YOU CONSIDER TAKING A CLASS ON:											
Friday night	16.8%	20.9%	14.1%	17.4%	15.4%	20.3%	15.6%	17.9%	15.4%	10.6%	23.1%
Saturday morn.	24.6	38.1	27.2	17.9	46.2	14.7	15.6	17.9	15.4	23.4	23.1
Saturday after.	20.3	26.1	20.3	18.2	30.8	14.0	22.2	19.4	23.1	12.8	30.8
Saturday night	7.8	11.2	6.9	7.4	-	7.0	15.6	4.5	5.8	6.4	15.4
Sunday after.	19.6	22.4	17.2	20.5	-	21.7	24.4	23.9	19.2	6.4	53.8
Sunday night	13.1	12.7	10.7	15.0	-	13.3	20.0	26.9	7.7	6.4	30.8
Weekday a.m.	26.2	35.1	25.2	23.9	46.2	20.3	22.2	31.3	13.5	34.0	15.4
Weekday 1-3 pm	24.8	29.9	26.2	21.6	38.5	18.2	26.7	22.4	19.2	25.5	15.4
Weekday 3-5 pm	24.3	23.9	20.3	27.4	38.5	16.1	33.3	32.8	23.1	51.1	23.1
THOUGHT ABOUT CHANGING CAREER OR RETURNING TO WORK?											
Change career	16.3	20.1	16.6	14.7	23.1	17.5	11.1	14.9	19.2	2.1	15.4
Return to work	8.5	6.0	9.3	8.7	7.7	12.6	4.4	4.5	9.6	6.4	7.7
Both	0.9	0.7	1.0	0.8	0.0	0.0	0.0	1.5	3.8	0.0	0.0
USED OR PLAN TO USE COUNSELING:											
Yes	17.4	20.1	13.4	19.5	7.7	23.1	2.2	23.9	19.2	21.3	23.1
No	82.6	79.9	86.6	80.5	92.3	76.9	97.8	76.1	80.8	78.7	76.9
WOULD MAKE USE OF COUNSELING SERVICES AT CENTERS											
Yes	25.1		20.7	28.4	23.1	24.5	20.0	41.8	28.8	29.8	31.8
No	74.9		79.3	71.6	76.9	75.5	80.0	58.2	71.2	70.2	68.2
RATE YOUR INSTRUCTOR											
Excellent	65.4	56.0	76.2	58.4	0.0	65.7	68.9	56.7	46.2	57.5	61.5
Good	29.9	35.1	20.7	36.0	61.5	32.2	28.9	32.8	53.8	34.0	30.8
Average	4.4	8.2	2.8	5.0	30.8	2.1	2.2	10.5	-	6.4	7.7
Below Average	0.1	0.7	-	0.3	7.7	-	-	-	-	-	-
Poor	0.2	-	0.3	0.3	-	-	-	-	-	2.1	-

TABLE 6: PREFERRED TIMES OF CLASSES BY CLASS GROUPS

Item	Career	HomeEc	Langua.	Intell.	PerImp.	Art/Cr.	PhyFit	Leisure	Transfer
WOULD YOU CONSIDER TAKING A CLASS ON:									
Friday night	9.6%	9.4%	36.5%	16.7%	18.6%	17.9%	18.8%	5.9%	6.2%
Saturday morning	25.3	26.4	21.2	25.0	34.3	19.4	22.7	41.2	9.4
Saturday afternoon	15.7	17.9	17.3	16.7	21.6	19.4	23.6	29.4	6.2
Saturday night	4.8	0.9	9.6	11.1	12.7	9.0	9.1	11.8	-
Sunday afternoon	10.8	13.2	5.8	8.3	17.6	13.4	32.0	17.6	-
Sunday night	8.4	4.7	9.6	8.3	9.8	14.9	20.4	11.8	3.1
Weekday a.m.	43.4	29.2	13.5	44.4	32.4	37.3	15.9	-	43.8
Weekday 1-3 p.m.	38.6	24.5	11.5	63.9	23.5	37.3	15.2	11.8	34.4
Weekday 3-5 p.m.	41.0	17.9	13.5	16.7	20.6	29.9	24.9	58.9	25.0
THOUGHT ABOUT CHANGING CAREER OR RETURNING TO WORK?									
Change career	10.8	14.2	1.9	11.1	18.6	7.5	20.1	23.5	15.6
Return to work	7.2	17.0	11.5	2.8	8.8	7.5	6.1	5.9	3.1
Both	1.2	-	-	-	1.0	1.5	1.3	-	-
USED OR PLAN TO USE COUNSELING:									
Yes	19.3	8.5	13.5	19.1	21.6	7.5	16.8	5.9	65.6
No	80.7	91.5	86.5	80.9	78.4	92.5	83.2	94.1	34.4
WOULD MAKE USE OF COUNSELING SERVICES AT CENTERS:									
Yes	28.9	16.0	17.3	25.0	16.7	34.3	24.6	0.0	56.2
No	71.1	84.0	82.7	75.0	83.3	65.7	75.4	100.0	43.8
RATE YOUR INSTRUCTOR:									
Excellent	54.2	77.4	84.6	77.8	50.0	77.6	64.6	52.9	46.9
Good	33.7	22.6	13.5	22.2	44.1	17.9	31.2	41.2	40.6
Average	12.1	-	-	-	3.9	3.0	4.2	5.9	12.5
Below average	-	-	-	-	1.0	1.5	-	-	-
Poor	-	-	1.9	-	1.0	-	-	-	-

fitness students were the only ones interested in Sunday afternoons and leisure class students in Saturday afternoons.

However, several class groups were interested in Saturday mornings including career, home economics, intellectual, personal improvement, and leisure. Weekday mornings, early afternoons and late afternoons were an interest of students in career, arts/crafts and transfer classes.

THOUGHT ABOUT CHANGING CAREER OR RETURNING TO WORK

Attendance Center. About one of six students had seriously considered a career change and about half that many had considered returning to work after several years absence. On-campus students were more likely to be considering a career change than either students in the centers or in DeKalb. However, the reverse was true of persons considering a return to work. Nearly one in three students at the Chippewa, Mohawk and Southern centers was considering one alternative of the other. Students at

the Western Community Center, many of whom were health professionals, were the least likely to be considering such changes.

Class Groups. Students in leisure, physical fitness and personal improvement classes were most likely to be considering career changes while home economics and language students were most likely to be considering a return to work. Students in the intellectual and transfer classes were the least likely to be considering such a return.

USE OF COUNSELORS BY COMMUNITY EDUCATION STUDENTS

Attendance Centers. About one of five students in on-campus community education classes as well as the community centers had used counselors or planned to do so in the near future, while less in the DeKalb classes planned to do so. There was confusion in this question about the definition of a counselor. It was intended to mean a college counselor. However, responses indicated that some respondents interpreted this as high school counselors or members of the community education staff who were coordinating the center and who were answering questions about the college and the registration process. Therefore, the number of persons using or planning to use counselors is probably higher than is really the situation.

If counselors were available at the centers, the students indicated that they would be used more than is now the case. The Roberts Community Center with the largest percentage of transfer students showed the strongest indication of counselor use.

Class Groups. As would be expected, transfer students indicated the greatest use of counselors as well as the greatest potential use if the counselors were available in the centers. Arts/crafts and physical fitness students would seem to be most interested in making more use of the counselors. Career and intellectual class students are currently making more than average use of counselors and they indicated that use would increase if the counselor were available.

INSTRUCTOR PERFORMANCE RATING

Attendance Center. Nearly two-thirds of the students rated their instructors excellent with 95 percent of the ratings in the above average categories. DeKalb students tended to rate their instructors higher than both center and on-campus students. Students in the DeKalb classes tend to have a higher educational level (see Table 9) and many are involved in education. Both of these would seem to make the student more critical of a teacher's performance.

Chippewa, with only 13 students, tended to rate their teachers the lowest while Pine Rock and Mohawk tended to be the highest in their ratings of teachers.

Class Groups. Language students tended to be the most satisfied with their instructors with intellectual, arts/crafts and home economics students a close second. Transfer students were the most critical of their instructors.

CHAPTER 2: DEMOGRAPHICS

A multi-semester demographic study of community education students was published in February, 1979, and comparisons can be made with this current study. Changes since the first study include the addition of the Roberts Community Center in Waterman and off-campus transfer classes as well as the deletion of adult basic education classes from the community education area. The adult basic education program accounted for more than 25 percent of the students and they tended to be younger and of a lower educational level than the average community education student. The new categories of transfer students and Roberts Community Center account for four percent and eight percent of the students respectively.

STUDENT AGE

Attendance Center. The average age of community education students increased by slightly more than one year with a dramatic six-year increase in the DeKalb classes. The proportion of DeKalb students 60 years old and older nearly doubled so now about one-quarter of the

TABLE 7: AGE, SEX, MARITAL STATUS BY ATTENDANCE CENTER

Item	Total	College	DeKalb	All Centers	Chippe.	Mohawk	Pine Rock	Roberts	South.	Western	Wyoming
AGE:											
Under 17	8.8%	11.9%	2.8%	12.3%	0.0%	3.5%	4.5%	37.3%	21.2%	0.0%	30.8%
17-20	10.8	11.2	6.9	13.7	0.0	12.5	15.6	22.4	15.4	8.5	0.0
21-29	22.8	28.4	21.0	22.1	7.7	28.0	13.3	14.9	21.2	25.5	30.8
30-39	20.5	20.9	20.7	20.3	46.1	28.0	13.3	11.9	15.4	12.8	23.0
40-49	14.2	14.9	15.5	12.9	15.4	9.1	20.0	6.0	13.4	25.5	15.4
50-59	9.2	7.5	8.3	10.5	15.4	11.2	11.1	6.0	3.8	23.4	0.0
60 and over	13.7	5.2	24.8	8.2	15.4	7.7	22.2	1.5	9.6	4.3	0.0
Mean Age	36.8	32.7	42.6	33.7	44.2	34.6	41.3	23.9	31.5	39.6	26.2
High	89	62	89	83	71	75	83	60	76	63	46
SEX:											
Male	28.4	41.8	23.4	27.4	23.1	32.9	26.7	17.9	42.3	0.0	27.4
Female	71.6	58.2	76.6	72.6	76.9	67.1	73.3	82.1	57.7	100.0	72.6
MARITAL STATUS:											
Married	64.8	62.7	67.2	63.7	76.9	72.7	60.0	37.3	57.7	87.2	38.5
Single	28.0	36.6	20.0	31.1	7.7	22.4	28.9	61.2	38.5	8.5	53.8
Widowed	5.0	0.0	10.3	2.6	7.7	3.5	6.7	0.0	1.9	0.0	0.0
Divorced	2.2	0.7	2.4	2.6	7.7	1.4	4.4	1.5	1.9	4.3	7.7

DeKalb students are seniors. The on-campus and center students showed minor fluctuations as did each of the individual community centers in relation to the specific classes offered. The new Roberts Community Center showed a relatively young group of students with high enrollment in the disco class and the transfer psychology class.

Class Groups. The new transfer classes showed the youngest average age with nearly three-quarters of the students between 17 and 29 years old and an average age of 25.5 years. This is considerably younger than any of the other community education class groups, but it is older than the 22.8 year old average of on-campus transfer groups, according to the earlier study.

The average ages in all class groups increased with the exception of physical fitness which has been heavily influenced by a great number of students in disco.

SEX

The proportion of women students increased, probably as the result of dropping the adult basic education category which was about evenly split between men and women. The ratio stayed about the same for on-campus classes, but the proportion of men fell by nearly one-quarter in the DeKalb and community center classes. The new Roberts Community Center attracted an abnormally low number of men during its initial semester.

Half of the class groups showed an increase in the number of women including career, home economics, personal improvement and arts/crafts classes. The transfer classes

TABLE 8: AGE, SEX, MARITAL STATUS BY CLASS GROUPS

Item	Career	HomeEc	Langua.	Intell.	PerImp.	Art/Cr.	PhyFit	Leisure	Transfer
AGE:									
Under 17	4.8%	0.0%	11.6%	2.7%	3.9%	8.9%	17.2%	0.0%	0.0%
17-20	4.8	4.7	0.0	0.0	13.9	4.5	15.2	0.0	43.8
21-29	24.1	17.8	25.0	16.7	30.7	12.0	24.0	17.6	28.1
30-39	22.9	25.2	17.3	16.7	20.8	17.9	19.1	35.3	18.8
40-49	27.7	26.2	1.9	5.6	12.9	22.4	8.7	17.6	6.2
50-59	12.1	11.2	17.3	16.7	11.9	8.9	5.5	5.9	3.1
60 and over	3.6	14.9	26.9	41.6	5.9	25.4	10.3	23.6	0.0
Mean age	37.0	41.5	41.8	52.1	34.6	44.1	29.2	44.9	25.5
High	62	82	67	82	63	89	82	76	55
SEX:									
Male	28.9	3.8	36.5	25.0	51.0	14.9	29.1	58.8	31.2
Female	71.1	96.2	63.5	75.0	49.0	85.1	70.9	41.2	68.8
MARITAL STATUS:									
Married	86.7	78.3	73.1	69.4	65.7	64.2	53.1	94.1	40.6
Single	12.1	12.3	23.1	8.3	32.4	17.9	40.1	-	56.3
Widowed	-	8.5	3.8	19.5	-	13.4	4.2	-	-
Divorced	1.2	0.9	-	2.8	1.9	4.5	2.6	5.9	3.1

showed about a 2-to-1 ratio of women which is very close to the community education average. By contrast, nearly 55 percent of the on-campus transfer students are male, according to an earlier survey.

MARITAL STATUS

The uniqueness of the students at the Roberts Community Center continued to show as more than 60 percent were single and only 37 percent married which is nearly the reverse of the typical community education student. Overall, the proportion of married students showed an increase as did the on-campus and DeKalb students. The community centers stayed about the same in spite of strong enrollments in disco.

A majority of the transfer students were single, but at a much lower percentage than the on-campus transfer students in the previous study. It would seem that it has been moderated by the community center location. With the exception of the leisure class students, all others showed an increase in the ratio of married students.

EDUCATIONAL LEVEL

Generally, the educational level at all attendance centers increased slightly as would be expected with the dropping of the adult basic education category. The

TABLE 9: EDUCATIONAL LEVEL, FIRST ENROLLMENT, RACE BY ATTENDANCE CENTERS

Item	Total	College	DeKalb	All Centers	Chippe.	Mohawk	Pine Rock	Roberts	South.	Western	Wyoming
EDUCATIONAL LEVEL:											
Less 3rd gr.	0.2%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4th-8th gr.	4.1	12.7	1.7	2.9	0.0	0.4	4.4	9.0	0.0	0.0	15.4
9th to 12th	10.6	8.2	4.1	16.3	0.0	9.8	8.9	40.3	26.9	2.1	15.4
H.s. grad.	19.9	14.9	20.7	21.0	46.1	21.0	35.6	10.4	25.0	12.8	15.4
Some college	23.9	16.4	21.4	28.4	23.1	25.8	33.3	20.9	19.2	59.6	7.7
Assoc. deg.	3.2	3.0	3.1	3.4	0.0	5.6	2.2	1.5	0.0	6.3	0.0
2-4 yrs.coll.	7.8	11.9	9.3	5.3	7.7	7.7	6.7	1.5	5.8	2.1	0.0
Bachelor's	19.2	22.4	22.4	15.5	7.7	20.3	2.2	13.4	13.5	12.8	46.1
Master's	8.5	6.0	12.8	6.1	15.4	6.3	6.7	3.0	9.6	4.3	0.0
Doctorate	2.6	3.0	4.5	1.1	0.0	2.8	0.0	0.0	0.0	0.0	0.0
Mean yrs.	13.5	12.9	14.2	13.1	13.5	13.7	12.6	11.8	13.0	13.5	12.8
FIRST ENROLLMENT:											
Yes	57.6	53.7	64.8	43.9	53.8	39.2	42.2	70.1	44.2	23.4	30.8
No	42.4	46.3	35.2	56.1	46.2	60.8	57.8	29.9	55.8	76.6	69.2
RACE:											
Asian	0.9	3.1	0.7	0.3	0.0	0.7	0.0	0.0	0.0	0.0	0.0
Indian	0.6	0.8	0.4	0.8	0.0	0.0	2.2	0.0	0.0	4.3	0.0
Black	0.1	0.0	0.0	0.3	0.0	0.7	0.0	0.0	0.0	0.0	0.0
Mexican	0.5	1.5	0.0	0.5	0.0	1.4	0.0	0.0	0.0	0.0	0.0
Others	0.3	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Caucasian	97.1	93.1	98.2	98.1	100.0	97.2	95.6	100.0	100.0	93.5	100.0
Foreign	0.5	1.5	0.0	0.0	0.0	0.0	2.2	0.0	0.0	2.2	0.0

increase was quite uniform whether on-campus, DeKalb or the centers. Nearly 40 percent of the students in DeKalb classes had a college degree compared to about 23 percent in the centers and 30 percent overall.

Home economics and language students had the highest average educational level, followed closely by personal improvement, intellectual and leisure students. Arts/crafts students tended to have the lower educational level, but still averaged more than high school.

FIRST ENROLLMENT

Generally, the number of first-time Kishwaukee College students decreased from preivous semesters, indicating the maturing of the program as more students continued classes. An exception was noted in the DeKalb classes as the percentage of new students climbed more than 10 percent, so that nearly two of every three students there were first-time enrollees at Kishwaukee. The new community center, Roberts, reflected its drawing of a new clientele as more than 70 percent of the students were new to the college.

Leisure and intellectual class students showed a slight increase in the number of first-time enrollees, but all of the other classes declined. Surprisingly, although the transfer classes were held in community centers, only one-quarter of the students were new to the college.

TABLE 10: EDUCATIONAL LEVEL, FIRST ENROLLMENT, RACE BY CLASS GROUPS

Item	Career	HomeEc	Langua.	Intell.	PerImp.	Art/Cr.	PhyFit	Leisure	Transfer
EDUCATIONAL LEVEL:									
Less 3rd gr.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%
4th-8th gr.	2.4	0.9	5.8	0.0	3.9	7.5	5.8	0.0	0.0
9th to 12th	4.8	4.8	7.7	2.8	5.9	10.5	17.8	5.9	6.2
H.s. grad.	18.1	17.0	19.2	36.1	17.6	26.8	18.5	23.5	21.9
Some coll.	37.4	27.4	17.3	22.2	22.6	26.8	17.2	23.5	53.2
Assoc.deg.	3.6	1.9	0.0	2.8	4.9	6.0	3.2	0.0	3.1
2-4 yrs.coll.	8.4	9.4	5.8	8.3	10.8	4.5	6.2	17.6	12.5
Bachelor's	19.3	28.3	28.8	11.1	14.7	13.4	19.1	29.5	3.1
Master's	6.0	9.4	9.6	11.1	14.7	3.0	8.7	0.0	0.0
Doctorate	0.0	0.9	5.8	5.6	4.9	1.5	2.9	0.0	0.0
Mean yrs.	13.6	14.1	14.1	13.9	14.0	12.7	13.1	13.9	13.0
FIRST ENROLLMENT:									
Yes	41.0	31.1	42.3	41.7	35.3	34.3	51.8	58.8	25.0
No	59.0	68.9	57.7	58.3	64.7	65.7	48.2	41.2	75.0
RACE:									
Asian	1.2	-	-	-	3.0	-	0.7	-	3.1
Indian	-	-	-	-	3.0	3.0	-	-	-
Black	-	-	-	-	-	1.5	-	-	-
Mexican	-	2.0	-	-	2.0	-	-	-	-
Others	-	-	2.1	-	-	-	0.3	-	-
Caucasian	98.8	98.0	95.8	100.0	90.0	95.5	98.7	100.0	96.9
Foreign	-	-	2.1	-	2.0	-	0.3	-	-

RACE

The overwhelming Caucasian nature of the college district (98.5 percent) and the dropping of the category of adult basic education from a previous study accounted for the small total minority registration and only minor fluctuations among the class locations and the class groups.

DISTANCE TO CLASS AND STUDENT RESIDENCE

Attendance Center. The effect of off-campus classes is clearly seen in distance traveled to class. Students attending on-campus classes commuted an average of more than 12 miles, compared to about six miles for students in DeKalb and center classes. About one-third of the students in both the centers and DeKalb traveled less than two miles to classes with about half traveling less than five miles.

Class Groups. Although leisure students appeared to travel the fartherest, the few number of respondents and the unique nature of one of the classes would seem to

TABLE 11: MILEAGE, RESIDENCE, STUDENT STATUS, VETERAN BY ATTENDANCE CENTERS

Item	Total	College	DeKalb	All Centers	Chippe.	Mohawk	Pine Rock	Roberts	South.	Western	Wyoming
MILEAGE TO CLASS:											
Less than 1	11.1%	0.8%	12.0%	13.9%	15.4%	11.9%	4.5%	22.4%	13.5%	10.6%	38.4%
1	16.0	3.7	17.2	19.5	23.1	18.9	4.5	17.9	21.1	34.1	23.1
2-4	18.3	3.0	25.2	18.4	30.7	15.4	37.7	23.9	13.5	2.1	23.1
5-9	24.3	29.1	19.7	26.0	23.1	36.3	33.3	20.9	19.2	6.4	15.4
10-14	13.4	26.9	7.9	12.9	-	10.5	17.8	6.0	15.4	29.8	-
15-19	9.7	17.9	12.1	5.0	-	4.2	-	7.4	7.7	8.5	-
20-29	5.6	14.9	3.8	3.7	7.7	2.8	-	1.5	7.7	8.5	-
30-38	1.0	2.2	1.4	0.3	-	-	2.2	-	-	-	-
39 and more	0.6	1.5	0.7	0.3	-	-	-	-	1.9	-	-
Mean	7.1	12.4	6.5	5.6	4.0	5.4	6.0	4.2	7.2	7.6	2.1
STUDENT RESIDENCE:											
DeKalb	35.2	30.6	62.1	16.3	-	34.3	2.2	8.9	7.7	4.3	-
Rochelle	9.6	24.6	3.8	8.7	-	-	6.7	-	3.9	57.4	7.7
Genoa	4.7	3.0	4.5	5.5	69.2	8.4	-	-	-	-	-
Kingston	2.2	0.7	2.1	2.9	15.4	6.3	-	-	-	-	-
Kirkland	1.9	6.0	1.0	1.1	15.4	1.4	-	-	-	-	-
Shabbona	3.6	1.5	1.0	6.3	-	-	-	3.0	42.3	-	-
Waterman	8.0	3.0	1.0	15.0	-	-	-	74.6	13.5	-	-
Malta	1.4	3.7	0.3	1.3	-	1.4	-	-	5.8	-	-
Sycamore	14.7	7.5	14.8	17.1	-	43.3	-	-	1.9	4.3	-
Paw Paw	2.4	-	0.3	4.7	-	-	-	4.5	9.6	-	76.9
Other	16.0	19.1	9.3	21.1	-	4.9	91.1	9.0	15.3	34.0	15.4
STUDENT STATUS:											
Full-time	1.9	2.2	0.7	2.6	0.0	4.2	0.0	6.0	0.0	0.0	0.0
VETERAN:											
Yes	4.4	4.5	3.4	5.0	0.0	7.7	2.2	0.0	7.7	6.4	0.0

TABLE 12: MILEAGE, RESIDENCE, STUDENT STATUS, VETERAN BY CLASS GROUP

Item	Career	HomeEc	Langua.	Intell.	PerImp	Art/Cr	PhyFit	Leisure	Transfer
MILEAGE TO CLASS:									
Less than 1	8.4%	12.3%	3.8%	11.1%	2.9%	20.9%	14.2%	0.0%	6.2%
1	14.5	13.2	9.6	30.6	16.7	9.0	19.8	0.0	9.4
2-4	3.6	23.6	21.2	19.4	9.8	14.9	22.7	17.6	25.0
5-9	18.1	21.7	25.0	25.0	26.5	26.8	23.9	41.2	28.2
10-14	24.1	7.5	13.5	8.3	22.5	13.4	10.0	0.0	21.9
15-19	13.2	15.1	19.2	0.0	11.8	7.5	6.8	5.9	6.2
20-29	15.7	4.7	7.7	0.0	7.8	6.0	2.6	11.8	3.1
30-38	2.4	1.9	0.0	0.0	2.0	1.5	0.0	5.9	0.0
39 and more	0.0	0.0	0.0	5.6	0.0	0.0	0.0	17.6	0.0
Mean	10.4	7.0	8.7	5.6	8.8	6.8	5.1	16.3	6.4
STUDENT RESIDENCE:									
DeKalb	18.1	50.0	42.3	69.4	36.3	19.4	33.0	23.5	37.5
Rochelle	31.3	0.0	21.2	0.0	15.7	9.0	5.1	11.8	0.0
Genoa	2.4	9.4	0.0	2.8	5.9	4.5	4.5	0.0	6.2
Kingston	0.0	3.8	1.9	0.0	1.0	3.0	2.6	0.0	6.2
Kirkland	2.4	2.8	0.0	0.0	4.9	0.0	1.6	0.0	0.0
Shabbona	0.0	1.9	0.0	0.0	3.9	3.0	6.8	0.0	0.0
Waterman	0.0	0.0	0.0	2.8	2.9	22.3	10.7	35.3	18.8
Malta	1.2	0.0	0.0	0.0	2.9	0.0	2.3	0.0	0.0
Sycamore	12.1	20.8	25.0	11.1	11.8	6.0	14.6	5.9	21.9
Paw Paw	0.0	0.9	0.0	0.0	0.0	3.0	4.9	0.0	3.2
Other	32.5	10.4	9.6	13.9	14.7	29.8	13.9	23.5	6.2
STUDENT STATUS:									
Full-time	1.2	0.0	0.0	0.0	2.0	0.0	1.3	0.0	0.0
VETERAN:									
Yes	2.4	0.0	7.7	5.6	7.8	3.0	3.6	5.9	15.6

indicate those results should be disregarded in this study. Career students seemed willing to commute the next greatest distance, followed by personal improvement and languages. Physical fitness and intellectual class students commuted the shortest distances.

Student attendance at classes seemed to be based substantially on distance from classes. Hence, student residence by attendance center or class group was heavily influenced by where the different types of classes was offered.

STUDENT STATUS

There were very few full-time students enrolled in community education classes and there seemed to be little significant differences among attendance centers or class groups. Of interest is the fact that no full-time students were enrolled in the transfer classes.

VETERANS

There were relatively few veterans enrolled in the classes and there were no significant differences with the exception of the transfer classes. Nearly one of six transfer students was a veteran, compared with about one in 25 for general community education students.

APPENDIX A: STUDY QUESTIONNAIRE

In order to better serve its students, Kishwaukee College would like the following information. Would you please take a few minutes to fill out this form and then return it to the class representative to be placed in a sealed envelope? Your responses will be kept completely confidential. Thank you very much.

T. Jan Wiseman, Dean

Name: _____ Soc. Sec. No.: _____

Course: _____

1. Is this the first course you have taken from Kishwaukee College? yes no

2. If this class were not offered at a community center, would you have taken it on the college campus near Malta? yes no

3. How did you find out about this present class? (check as many as apply)
   - ___ mailed schedule booklet
   - ___ friend
   - ___ teacher of this class
   - ___ newspaper article (which paper: _____)
   - ___ radio (which radio station: _____)
   - ___ called the college for information
   - ___ other: _____

4. Would you prefer paying for this class by credit card? yes no

5. Do you prefer to register by: (check one only)
   - ___ mail
   - ___ phone
   - ___ in-person at the college
   - ___ registration night at the center
   - ___ first session of the class (if openings still exist)

6. If books were not sold in this class, would you be willing to purchase them at the college bookstore near Malta? yes no

7. During the last year, have you seriously thought about either changing your career or returning to work after several years absence?
   - ___ changing career
   - ___ returning to work
   - ___ neither

8. Would you consider taking this class on a: (circle yes or no)

Friday night?	yes	no
Saturday morning?	yes	no
Saturday afternoon?	yes	no
Saturday night?	yes	no
Sunday afternoon?	yes	no
Sunday night?	yes	no
weekday morning?	yes	no
weekday 1-3 p.m.?	yes	no
weekday 3-5 p.m.?	yes	no

APPENDIX A (CONT.)

9. How far, in miles, do you live from the location of this class? _____ miles.

10. Have you used or do you plan to use the counseling services for Kishwaukee College students? yes no

If a counselor visited this community center during class nights, would you make use of the counseling services? yes no

11. What is the most formal education which you have completed?

__ less than 3rd grade
__ 3rd through 8th grade
__ 9th to 12 grade
__ high school graduate
__ some college or special school
__ associate degree or certificate
__ 2-4 years of college
__ bachelor's degree
__ master's degree
__ doctorate

12. How would you rate your instructor for this class?

__ excellent
__ good
__ average
__ below average
__ poor

What is your instructor's greatest strength? _____

_____

What could your instructor most improve? _____

_____

13. Do you have other comments and/or criticisms about the class (registration, publicity, etc.)?

_____

_____

14. What other classes would you like in the future? _____

_____

_____ _____

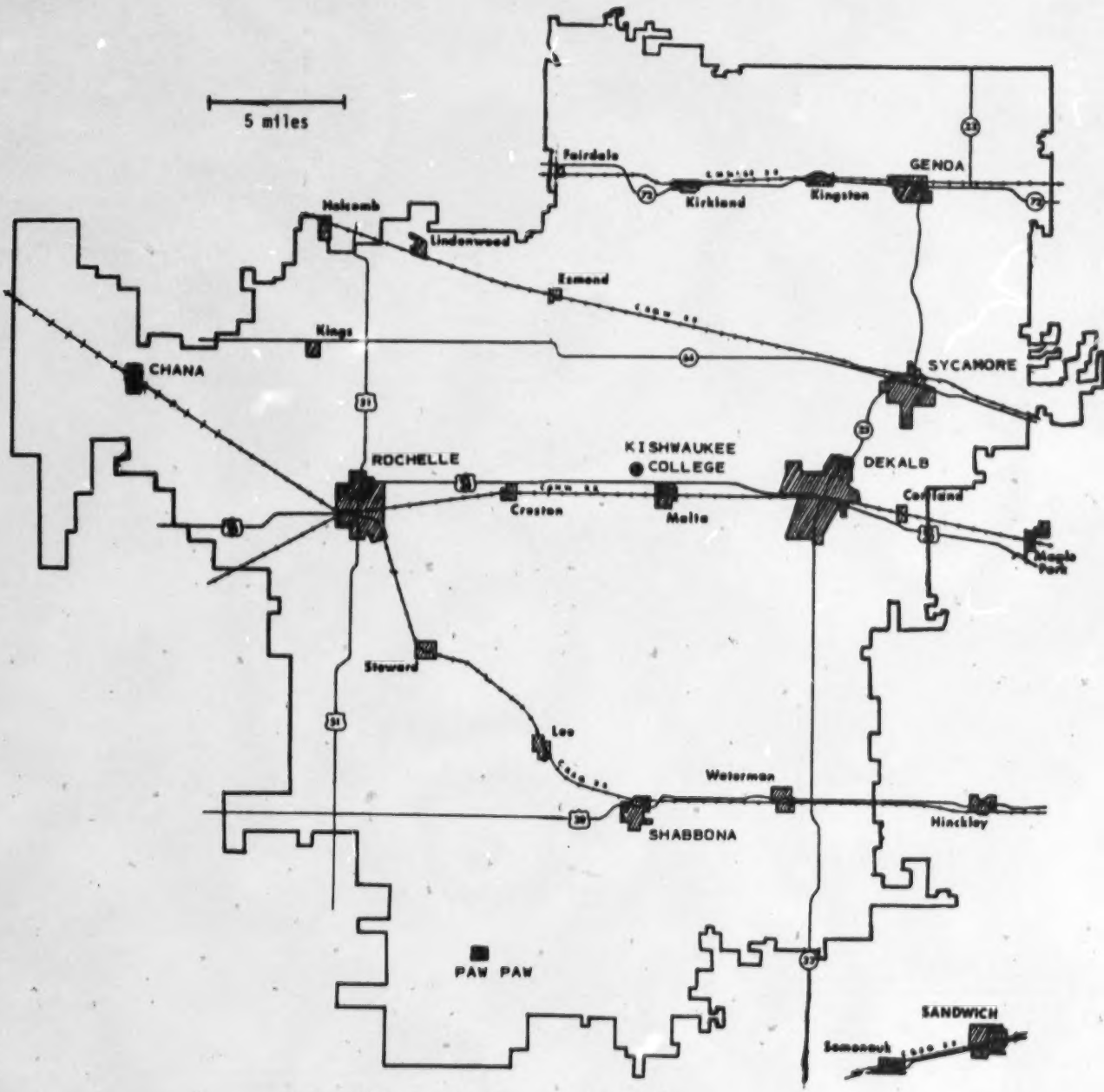
APPENDIX B: CLASS DEFINITIONS AND RESPONSE RATES

Class groups	Classes in group	Total headcount	Response Rate
1. Career-oriented	Food Sanitation Nursing Assistant Career Change Office Skills Review Micro-Computers/Business Choir Directing Health Supervision Nursing Assessment	102	81.4%
2. Home economics	Beg. Cake Decoration Int. Cake Decoration International Cooking Beg. Oriental Cooking Int. Oriental Cooking Contemporary Sewing Microwave Cooking Fun Cooking for One Baking Yeast Breads Int. Italian Cooking	113	93.8%
3. Languages	Conv. Spanish I Conv. Spanish II Conv. Swedish I Conv. Swedish II Conv. Italian I Conv. Italian II Conv. German I Conv. German II	69	75.4%
4. Intellectual	Creative Writing Writing Poetry Life Education I Astronomy Indians and Barb Wire (Local history) Current Events	49	79.6%
5. Arts/Crafts	Pottery Sketching & Drawing Lapidary Science Macrame Knitting/Crochetting Mixed Media Drawing Watercolor Painting Oil Painting Beg. Piano	97	69.1%
6. Transfer	English Rhetoric & Comp. Intro to Psychology	38	84.2%

APPENDIX B (CONT.)

7.	Physical Fitness	Cross-Country Skiing Disco Dance Yoga Golf Physical Fitness Tap Dance Gymnastics Gym Sports/Adults Slim 'n Trim Ballroom Dance Judo Volleyball	594	52.0%
8.	Leisure	Fishing Family Excursions	28	60.7%
9.	Personal Development	Speedreading Photography Private Pilot Ground Instrument Ground School Driver Education Beg. Woodworking Adv. Woodworking Investments Upholstery Parliamentary Procedure Boating Safety Income Tax Preparation Better Home Owners Illinois Wildflowers Assertiveness Training Home Computers	222	45.9%

MAP OF THE KISHWAUKEE COLLEGE DISTRICT
SHOWING COMMUNITY CENTERS



Community Centers:	Locations:
Chippewa	Genoa
DeKalb	DeKalb
Mohawk	Sycamore
Pine Rock	Chana
Roberts	Waterman
Southern	Shabbona
Western	Rochelle
Wyoming	Paw Paw

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